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AUTHOR	Roman, Paul A.; Jensen, Mary E.
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ABSTRACT

A curriculum development program for Santa Ana College is presented. There are two types of projects. One group involves developing new or revising existing courses, i.e., Mathematics 50, Chemistry D. Another group focused on totally new programs, particularly these related to cultural awareness and community needs. From these projects, various proposals were selected to be funded. These proposals are listed. (CK)

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ED 070431

CURRICULUM DEVELOPMENT PROGRAM

SUMMER 1972

SANTA ANA COLLEGE

Submitted by

Paul A. Roman, Project Administrator
Mary E. Jensen, Project Coordinator

NOVEMBER 1972

UNIVERSITY OF CALIF.
LOS ANGELES

JAN 0 2 1973

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

JC 730 004

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For several years Santa Ana College has made it possible for a small group of faculty members to devote time during the summer to curriculum development. In the Summer of 197[illegible] these efforts were greatly increased and 36 faculty members were involved on 22 different projects.

In order to participate in this summer work, faculty members were required to submit a brief proposal outlining their project. (See Appendix) A committee comprised of the following members reviewed these projects.

Roland Boepple - Director, Library Services

Richard Brunell - Chairman, Business Division

Wayne Gibson - Faculty Member, Mathematics, Computer Science
Academic Affairs Committee, Faculty Senate

James Harris - Chairman, Language Arts Division

Mary Jensen - Coordinator, Instructional Development

Paul Roman - Committee Chairman, and Dean, Urban Studies

John Russo - Dean, Technical Arts

Richard Sneed - Dean, Liberal Arts

Funding for the 1972 Summer Curriculum Development Project was derived from several sources. District support amounted to one half of the total expenditures and V.E.A., E.O.P. and P.R.E.P. funds financed projects related to these revenue sources.

Essentially there were two types of projects on which faculty members worked during the summer. One group of projects involved developing new or revising existing courses i.e., Mathematics 50, Chemistry D. Another, somewhat smaller number focused on totally new programs, particularly these related to cultural awareness and community needs i.e., Seminar on Barrio Life, Human Service Work. The following proposals were selected to be funded during the 1972 summer session.

	PROJECT	LHE	
1.	Acctg. 1A, 84A-B David Levens Richard Brunell	 6 3	Development and preparation of instructional tapes and supporting slides as a supplement to classroom instruction.
2.	Remedial English James Harris Donald Brown Robert Anderson Gloria Bailey	 3 3 3 3	Revision of Remedial English to determine pre-level skills and behavioral objectives necessary for students to enter English 1A.
3.	Small Business Operation Clay Marcus	 6	To develop a syllabus for the Small Business Management curriculum including behavorial objectives.
4.	Instructional Aide Ann Davert	 9	To develop course outlines and specific behavorial objectives for six new courses in the Instructional Aide curriculum.
5.	Pharmacy Technology LeRay Anderson	 6	Course outlines with specific behavorial objectives and teaching materials for Pharmacy Technology.
6.	Physical Anthropology Fred Hills	 6	Development of laboratory projects including behavorial objectives for the Physical Anthropology curriculum.
7.	Cultural Aware. Center Joseph Sanchez) Lawrence West)	 3	The collection, organization, and development of materials to establish an international and intercultural awareness center for Santa Ana College. Materials may be used by anyone.
8.	Study in Mexico Joseph Sanchez) Lawrence West)	 3	Instruction in interdisciplinary approach to History, Art, Music, and Language to be interrelated with travel to selected Mexican cities and historical sights.
9.	Math. 50 Dennis Airey	 6	A complete revision of Math. 50 to include new lessons in multiplication and division. Revise about twenty lessons and rewrite some portions of the quizzes.
10.	Math. B and C Wayne Gibson Robert Haven J. Oldknow	 3.3 3 3	To develop tutorial workbooks for the two courses with slides and tapes in the same manner as Math. 50. Behavorial objectives would be established.

Tapes, study and materials were prepared and are presently being used as supplements to instruction.

Objectives, prerequisite skills, and test items have been written and prescribed for inclusion in existing remedial courses and for future use in constructing individualized instruction. These are being evaluated by the Department.

Materials developed and are bing produced.

Course outlines and materials for Education 1, 52, 53, 54 and 55 were prepared and are in use.

Course outlines for the entire curriculum were developed and are currently in use.

Preliminary planning on developing lab projects was accomplished. Curriculum Committee approved course in future offering.

Complete study for establishment of an Intercultural Awarness Center. Proposal for federal funds has been written and submitted.

Project investigated possibility of study and travel in Mexico through Santa Ana College. Request for such a program will be presented to the board early in 1973.

Additional materials and new slides, tape assignments and tests were prepared. Currently in use.

Complete review of Math B - Intermediate Algebra was completed along with 16 new lessons. Material is in a workbook format.

Similar work was done with Math C series of 26 programmed lessons was developed. Two fifty minute diagnostic tests were developed as well as supportive materials.

PROJECT	LHE	
11. Communications		The purpose of the project is to develop an interdisciplinary approach to Communications and determine the scope and sequence of the entire Communications program.
James Harris	3	
Robert Humphrey	3	
12. Bilingual Secty. (Federal Funds)		Development of the entire bilingual secretarial one year program including all materials, film strips, instructional tapes in English and Spanish and all other printed material to be used in the class.
Richard Brunell	6	
Donna Farmer	9	
Mercedes Cox	9	
Anna Hall	6	
Robert Barraza	2	
(Mary Jensen)	2	
(Mary Jensen)	1	
13. Black Studies Curr.		A proposal to determine the cultural needs of the program in Black Studies, and needs and desires of the local community and the closer examination and revision of teaching materials for the present program.
John West	6	
14. Seminar on Chicano		The development of a seminar on the Chicano student and interdisciplinary seminar for teachers with primary concern centered in sociological and psychological culture, history and language aspects.
Elias Ramirez	3	
Bob Barraza	3	
15. Fire Science Academy		Development of a student workbook for the Basic Fire Academy.
Richard Williams	3	
16. Biology 2 Lab. Materials		Revision of the Biology 2 manual to include behavorial objectives for each lab. to improve the integration of audio visual materials into the instructional program and to develop slides, tapes, and other lab materials.
Robert Baker	3	
17. Chemistry D Revision		To develop student course guides with behavorial objectives for each unit and experience; and entire revision of the Chemistry D course.
Paul Hoffman)		
Arthur Hayes)	9	
Walter Brooks)		
LeRay Anderson)		
18. Recreation I, II, III		To develop course outlines and curriculum in three new courses in Recreation to be offered in the fall semester of 1972.
Roger Wilson	6	

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Objectives have been written for the English-Communications 52 course. They are being reviewed by the Department. Recommendations have been made for restructuring other courses in this area.

All supportive materials, film strips, instructional tapes in English and Spanish and for the entire Bilingual Secretarial program were developed. Objectives, tests and evaluation tools for all courses, were written.

A community, students and an institutional survey was conducted to determine a more coordinated approach to the Black Studies Curriculum development. Study complete with finding and recommendations.

Proposed for faculty inservice training in the teaching of the Chicano student was developed and has been used in a number of neighboring school districts.

Revision of Fire Science Academy Manual was completed and is in use. It has been adopted as a state manual for Fire Science Academies.

Biology 2 Lab Manual was revised. Procedures for laboratory were revised to more nearly meet student needs. Tests for the entire lab course were constructed. Currently in use.

Five faculty worked together on reorganizing Chem D. They prepared unit descriptions, learning objectives, schedules for lecture and laboratory experiments with learning objectives. Currently in use.

Reading Workbook for Recreation I was completed and is in use. Textbooks surveyed, visual materials revised, test items prepared. Recreation II in process of publication.

PROJECT	LHE	
19. Physiology Lab. Exer. Armen Guleserian	3	A revision of all lab exercises to be oriented around the use of the Physiograph.
20. Seminar on Barrio Life - Development of Materials Elias Ramirez John Velasquez	3 3	The development of interdisciplinary instruction through lectures, projects, and field trips on all aspects of the immediate realities of Barrio life.
21. The Mobile Campus - Ethnic Shifra Goldman Lyle Johnson	3 3	To develop a series of interdisciplinary lectures on Mexican and Mexican-American culture. Approached through History, Philosophy, Literature, and Art History. The development of slides, maps, printed materials and tapes could be used on the mobile campus.
22. Human Service Worker Gloria Davenport	3	Develop Human Service Worker Certificate program and prepare curriculum guidelines for the courses to be offered in the fall of 1972.

Twenty-one lab exercises were re-written with exercises designed for specific use with the physiograph. Currently in use.

Plans for a series of seminars on Barrio Life were developed in conjunction with members of the community. Instructional sites were identified. Bibliography was developed. Funding is needed for implementation.

Study to determine community and organizational interest in various aspects of Ethnic Studies. Considerable interest was expressed by all facets of the community and additional funds will be required to implement the project.

Worked with key representatives of the community to develop course outlines and materials for all courses to be offered in the Fall of 1977. Brochure prepared. Program currently in operation. Advisory committee selected and actively involved in program.

All faculty members working on summer projects were asked to attend two organizational meetings. The purposes of these meetings were to discuss a) plans for implementing the individual proposals, b) services and assistance re audio-visual, clerical, printing, administration, and coordination available to faculty, c) working procedures. A guide, Turning Your Ideas Into an Audio-visual Program, which had been prepared by the coordinator of instructional development and the audio-visual staff was distributed and discussed with faculty. (See appendix) Curriculum writers were requested to select an advisory or review committee for their projects, and arrange to meet with the project administrator or coordinator on a weekly basis to discuss progress on their project. The purpose of having an advisory or review committee was to encourage faculty members to consult with members of the community or their colleagues in working on their project.

Formal meetings were kept to a minimum as schedules and project work made it somewhat difficult to bring all curriculum writers together. Necessary information was communicated through memoranda, personal or telephone contact. (See appendix) The administrator and coordinator functioned as concultants to the faculty on all aspects of their projects including arranging clerical, printing and audio-visual services. Since this was the coordinator's major summer assignment, she was available on a daily basis to work with the curriculum writers. Individuals or groups arranged their own meetings when they needed assistance with their project work. Many additional unscheduled sessions were held during coffee breaks or lunch hours.

Much of the work with faculty related to writing course outlines and student guides, formulating objectives, selecting and/or discussing development of media, instituting surveys, securing community participation or implementing others project plans. On a number of projects, i.e. Bilingual Clerical Secretarial, the project coordinator met two to three times a week with the project team to work on many of the activities identified above. On other projects, i.e. Human Service Worker, Seminar on the Chicano Student, The Mobile Campus, much of the work was directed at determining community needs, interests and concerns and building programs based on these findings.

Faculty members were asked to submit a final report for their project. (See appendix) In this report they were requested to discuss information including the purposes of the project, activities and results of activities undertaken, materials prepared, recommendations for implementing the project, and follow up or evaluation of activities. They were also asked to provide copies of course outlines, student guides, or any other materials they prepared for their project.

Comments and Recommendations

In reviewing the summer work, the administrator and coordinator formulated a number of reflections, comments and recommendations which are contained in the succeeding paragraphs.

The approaches utilized in working with the faculty members were effective. A number of curriculum writers commented positively on the freedom and flexibility given them to develop and implement their projects. These people were highly motivated and functioned very effectively with a minimum of direction.

The project work increased cooperation and good will amoung faculty members. In the Chemistry department, five individuals brought their efforts together in the difficult assignment of reorganizing the introductory course. Faculty working on individual projects, i.e. Cultural Awareness Center, Study in Mexico, and the Mobile Campus met to work out ways in which they could jointly implement their projects. Similar activity took place in relation to the projects in Black Studies, Seminars on the Chicano Student and Barrio Life.

Materials prepared on the projects are in actual classroom use in courses including Accounting, Mathematics 50, B and C, Bilingual Secretarial, Fire Science, Biology, Chemistry, Physiology, Physical Anthropology, and Recreation. Plans were made to evaluate the effectiveness of these materials.

Summer project work led to the development of new programs for the college, i.e. Instructional Aide, Pharmacy Technology, Bilingual Clerical Secretarial, and Human Service Work. Other projects, notably those in the area of cultural awareness and international study formed the basis for a proposal written for federal funds. Because of the effectiveness of summer curriculum development work, a proposal was written to seek federal funding for an expanded program for the summer of 1973.

Future summer curriculum development work will require more of an impact on the annual budget. Serious consideration might well be given to allocating funds under one budget item for this work as well as faculty inservice education. The administrator and coordinator believe that the two are directly related to college efforts to develop and improve the instructional program.

Organizational work on the projects should be started earlier on the Spring Semester to enable curriculum writers to take full advantage of the time available to them during the summer. Additional audio-visual, clerical and printing services should be provided to faculty members. Present staff in these areas could not provide adequate assistance. This situation hampered faculty members and delayed production of materials for fall courses.

The administrator and coordinator were impressed with the high quality of the reports and materials produced during the summer. Each faculty member evidenced a concern for excellence and contributed far more time and effort than the number of lecture hours allotted for his or her summer work. It was a gratifying and growth producing experience to have worked with faculty on their projects.

Copies of all materials are available in the Office of Urban Studies. As indicated on each project, it should be noted that work was done under considerable pressure and that no attempts were made to edit the materials.

APPENDIX

CURRICULUM WRITING PROJECT CHECK LIST FILE NO. _____

INSTRUCTIONS:

Initiated by _____ Date _____

1. INDIVIDUAL(S) SUBMITTING PROPOSAL

   DIVISION _____

2. BRIEF DESCRIPTION OF PROJECT (Proposed title, content, etc.)

3. Is this a new course_____, a revision____, a teaching syllabus____, or other (explain)

   Number of teachers and students affected _____

4. Attach to this check list course outline (if completed). PREPARED BY _____

5. EVALUATION PLAN

6. Estimated Lecture Hour Equivalents necessary to complete the project.

   _____

7. Any additional information you might give that would enhance this request:

Return to Dr. Roman by Tuesday, March 14, 1972

SANTA ANA COLLEGE

17th AT BRISTOL
SANTA ANA, CALIF. 92706
(714) 547-9561

Inter-office Memo

Date: March 10, 1972

To: Those Listed

From: Paul A. Roman PAR

Subject: Summer Curriculum Writing Selection - Meeting Wednesday, March 15, at 2 p.m. - "X" House

Please be advised that you will be on the committee to select curriculum writing assignments for the summer. The meeting will be held as indicated above. If enough material is generated for your consideration, this material will be duplicated and placed in your mailbox. Please bring it with you to the meeting.

Paul A. Roman, Dean
Urban Studies Division

PAR:cr

cc: Mr. Boepple
Mr. Brunell
Mr. Harris
Dr. Jensen ✓
Dean Russo
Dr. Sneed

SANTA ANA COLLEGE

17th AT BRISTOL
SANTA ANA, CALIF. 92706
(714) 547-9561

Inter-office Memo

Date: May 25, 1972

To: Mary Jensen, Summer Curriculum Faculty

From: Paul A. Roman, Dean of Urban Studies

Subject: Meeting for Summer Curriculum Writers

There will be an organizational meeting for all faculty involved in summer curriculum writing at 2:00 p.m., Wednesday, May 31, in the Conference Room in the "X" building. Please be present with ideas.

Please notify this office in order that we may institute a second meeting if you cannot make the first.

PAR:cr

SANTA ANA COLLEGE

Inter-office Memo

Date: June 20, 1972

To: All of the Faculty in Curriculum Writing

From: Mary Jensen
Paul A. Roman

Subject:

There will be a meeting for all faculty involved in Summer Curriculum Writing at 1:00 o'clock Thursday, June 22 in the Conference Room in the "X" Building. Please be present to discuss plans for your projects.

Mary Jensen
Paul A. Roman

SANTA ANA COLLEGE

17th AT BRISTOL
SANTA ANA, CALIF. 92706
(714) 547-9561

Inter-office Memo

Date: June 22, 1972

To: All of the Faculty in Curriculum Writing

From: Mary Jensen - Paul A. Roman

Subject: Information Regarding Summer Project Work

Please submit the following to Dr. Roman by Tuesday, June 27, 1972:

1. The names of all of the individuals serving on your advisory committee for your project.

2. The place, day and time you plan to meet with your advisory committee.

3. The plans for your project.

If you are working with other faculty members on a project, only one report is necessary. If you have any questions about the information you are to submit, please do not hesitate to talk with either of us.

Mrs. Lee Ann Izzo, Urban Studies, will be available (from 9:00 AM to 1:00 PM) to assist in any typing you may need to have done. We also have part-time student help.

As has been mentioned, there is a limited amount of money for consultants. Contact Dr. Roman regarding this.

You will be receiving a notice from Personnel regarding payment of your summer salary.

You will be expected to submit a brief report, including copies of any material you prepare, at the end of the summer.

Thank you.

Mary Jensen
Paul A. Roman

SANTA ANA COLLEGE

17th AT BRISTOL
SANTA ANA, CALIF. 92706
(714) 547-9561

Inter-office Memo

Date: July 25, 1972

To: Summer Curriculum Faculty

From: Mary Jensen - Paul Roman

Subject: Report for Summer Curriculum Project

We would appreciate your submitting the final report of your Summer Project to Dr. Roman's office by September 1, 1972. Guidelines for information to be included in your report are suggested below:

A Title Page (see attached sample)

B Preface Page - A brief 2 or 3 paragraph introduction to project, including acknowledgements and limitations. (see attached sample)

C Discussion of the Project (You may wish to use these or other appropriate headings)

1. Purposes or goals of Project.

2. Activities and results of activities undertaken.

3. Materials prepared - (attach copies) These may be supplied after September 1, if unavailable by this date.

4. Recommendations and plans for implementing project - i.e. Uses to be made of outlines, materials or programs developed, financial or personnel resources to be secured, scheduling or other arrangements to be made.

5. Follow-up or evaluation activities.

6. Activities to be continued during the College year - i.e. Work necessary to complete or continue project.

7. Recommendations for future related projects.

8. Recommendations regarding administration and coordination of Summer Curriculum Projects.

Dr. Mary Jensen will be on vacation after Friday, July 28. If necessary, talk with Dr. Roman about your project or the preparation of your report. (If you have any questions regarding typing, please contact Lee Ann Izzo - Urban Studies - Ext. 346.) Thanks for your hard work.

(SAMPLE TITLE PAGE)

TITLE OF PROJECT

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

PREPARED BY

(Names of persons working on project)

ADVISORY COMMITTEE

(if any)

SANTA ANA COLLEGE
SANTA ANA CALIFORNIA
SUMMER 1972

PREFACE

ACCOUNTING IA, 84A-B

This document has been developed as a part of the continuing efforts to broaden and improve the educational offerings in Supplemental Instructional Tapes for Accounting.

The usefulness, effectiveness and value of the project will be determined by instructors during the coming year.

Instructors and others who read and utilize these materials should understand that they were prepared during the Summer Curriculum Workshop under the pressure of time, and have not, therefore, been carefully edited.

The Writers for this 1972 Summer Project were:

David Levens
Richard Brunell

Paul A. Roman, Ed.D.
Summer Project Administrator

Mary E. Jensen, Ed.D.
Summer Project Coordinator

SANTA ANA COLLEGE

17th AT BRISTOL
SANTA ANA, CALIF. 92706
(714) 547-9561

Inter-office Memo

Date: September 14, 1972

To: Summer Curriculum Faculty (1972)

From: Mary Jensen and Paul Roman

Subject: Summer Curriculum Project Reports

This is a follow-up to our memorandum of July 25, 1972. As you recall, summer project reports were due in Dr. Roman's office September 1. Thanks to all of you who have completed and turned in your report. We know that a number of you are waiting for typing or printing to be done. If so, please send us a note to inform us when your report will be ready, or let us know if you need any help to complete it.

We are aware that September is a busy month, but at your earliest convenience, we would appreciate it if you would provide 5 additional copies (6 copies in all) of your report, plus all materials prepared. Copies will be shared and sent to the President, other administrators and the Board of Trustees.

We would also like to have your written comments - positive or negative - regarding the administrator or coordinator, and any other aspects of the summer curriculum work. They will be helpful in planning future work.

We are happy to have worked with you this summer and appreciate all the effort you put into your project.

Many thanks.

Mary Jensen
Paul Roman

MJ:lai

TURNING YOUR IDEAS INTO AN AUDIOVISUAL PROGRAM

The people in instructional development and media production are here to help you turn your ideas into the kind of audiovisual instruction that you would like to make. It's hard work, of course, and will take cooperative planning, thought, and action. But we can supply some of that for you!

Mary Jensen--Coordinator, Instructional Development--can aid with initial planning and development.

Doug Toohey--Audio Visual Librarian--can assist with ideas on media development, equipment, and facilities.

Mike Davis--Graphic Artist and Photographer--turns your ideas into visuals.

General Suggestion

1. Consider your reasons for preparing a presentation and the content you plan to include.

Do you want to develop material for your classes, or perhaps supplement your lectures, stimulate group discussions or individualize student work?

2. Review various types of materials and select the one most likely to be effective. For example:

a. Slides and filmstrips - clarify and amplify a verbal message, command attention and stimulate interest.

b. Single concept and other films: in addition to above, will also display movement.

3. Take a good look at prospective audience; ie, age, interest, background, education, amount of time for study.

4. Select resources you plan to use - books, pictures, graphs, lecture notes, drawings - consider all the alternatives.

5. Work with Doug to set a timetable for your activities.

Preparing the Visuals

All of us will help you with preparation, art work, recording; consider these:

1. Make a paper and pencil model of the visual portion. First divide a standard 8 1/2 X 11 sheet of white typing paper into three equal sections (See attached example.) Make a rough sketch for your visual on the top half of the sheet. Make notes for your narration on the center section of the page. (the third section is for the final draft of the narration and will be discussed later in the Booklet).
2. Present one idea on each visual. Don't try to include too much on a frame.
3. Reduce or redesign complex charts, graphs or diagrams into easy to read and understand material.
4. Use only 15-20 words to amplify a visual.
5. Make drawings and symbols bold and simple.
6. Use art work and pictures which have a minimum of detail.

Preparing and Recording the Script

Plan the script and visuals as a whole. As mentioned in "Preparing the Visuals", the third section of the sheet containing the rough sketches and notes on narration can be used to finalize the script. (see attached sheet).

The following brief suggestion may give you some assistance in writing and recording your script.*

1. The words of your script are not going to be read by your audience. Write for the listener, not the reader:

Avoid using "sound alike words"; make your sentences short. A sentence is one complete thought--keep it that way.

2. Do not get too many iedas in one frame, unless they are going to be adequately supported by the visual.

3. Be sure to define those technical words you want your students to learn.

4. Read the script aloud several times before starting to record, then make a dry run with the tape recorder, and listen critically to your voice for clarity.

5. Use a friendly personal voice. Imagine you are talking to an individual or small group. Vary your pace, accentuate for emphasis, pausing to let ideas get through. You may want to ask the student to answer questions or solve problems before continuing.

6. You may want to put in background music or other appropriate sounds; we can help you do it.

* They are adapted from Tips on Preparing an Audio Visual Program, by the Vidiosonic Systems division of Hughes Aircraft Company.